Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • SYSTEM OVERVIEW

Educator Effectiveness Design and Implementation

In 2010, State Superintendent Evers convened a Design Team to develop a comprehensive evaluation system for teachers and principals to support the continuous improvement of educator practice that leads to improved student outcomes.
The Educator Effectiveness (EE) Design Team—comprised of Wisconsin educators, education leaders, Department of Public Instruction (DPI), and experts from the Wisconsin Center for Education Research and the American Institutes for Research—designed the EE System to:

- Guide effective practice aligned to student outcomes;
- Document evidence of practice;
- Document evidence of outcomes;
- Inform appropriate professional development;
- Inform educator preparation programs;
- Support a full range of human resources decisions;
- ***Provide credible, valid, reliable information to inform individual growth***

In 2012-13, 600 educators across the state participated in the Developmental Pilot, testing individual, isolated measures of the System (i.e., principal practice, teacher practice, and SLOs). The pilot expanded in 2013-14 to include approximately 1,200 additional educators testing the Full System. DPI has collected ongoing feedback from pilot participants and other venues to continuously modify and improve the System for Full Implementation in 2014-2015.

Multiple Measures

To appropriately reflect and inform the complexity of quality teaching and instructional leadership, the Wisconsin Educator Effectiveness System includes multiple data points throughout an educator's Effectiveness Cycle.[1] Wisconsin's EE System is a performance-based evaluation system that balances an educator's professional practice with evidence of student outcomes.

Educator Practice Summary

The EE System recognizes the complexity of educator practive by requiring multiple observations and multiple sources of evidence.

Rubrics:

The EE System uses evaluation rubrics aligned to comprehensive, research-based standards for teacher (InTASC) and principal (ISSLC) professional practice. Pilot participants have praised the rubrics for providing specific, meaningful feedback that nurtures educator professional growth and a collaborative school culture.

- The System uses the *2013 Danielson Framework for Teaching* to measure Teacher Practice**.**
  - With a strong a documented research base, the *2013 Danielson Framework for Teaching* clearly and comprehensively delinates observable indicators of teacher practice.
  - "It is the only teacher evaluation rubric that has been empirically linked to student learning…both student growth on achievement tests and to student ratings of teacher quality." (Curtis Jones, Lead External Evaluator, UW-Milwaukee).
- The System uses the *Wisconsin Framework for Principal Leadership* to measure Principal Practice.
  - The rubric was developed by a work group of Wisconsin educators. The work group adapted existing rubrics used in several states (Indiana, Illinois, and Colorado) and included references to other standards-based rubrics (e.g., Doug Reeves Leadership Matrix, New Leaders for New Schools, etc.).

Valid, Reliable Evaluations:

The EE System requires that evaluators complete a thorough certification process prior to evaluating educators.

[1] Educators complete a cycle their first year in a district, and at least every third year thereafter.

Student Outcomes Summary

Student/School Learning Objectives (SLOs): Per recommendation from the EE Measurement Work Group and pilot participants, all teachers and principals will develop at least one SLO, which is an ambitious yet achievable goal for student growth, beginning in 2014-15. SLOs will comprise 95% of teachers' Student Outcomes Summary and 50% of most principals' Student Outcomes Summary (*Note: For principals where value-added is not available, SLOs will comprise 95% of their Student Outcomes Summary*). Educators and their evaluators determine an SLO score considering the degree to which the educator meets student outcome goals, and the quality of the educator's SLO implementation process from all years in the Effectiveness Cycle.

Value-Added State Assessment Data: Value-added is a student growth model that measures how much an educator contributes to student improvement from one year to the next on state standardized assessments, in comparison to similar students. Specifically, value-added removes variables which likely impact student achievement but which educators cannot control (e.g., starting achievement level, demographic variables, ELL status, etc.). In 2014-2015, Value-Added State Assessment Data will comprise 45% of most principals' Student Outcomes Summary. Some principals will not have Value-Added scores because they do not serve tested grades or subjects, or they only serve one tested grade or subject (which does not allow for the calculation of growth). In 2014-2015, data for individual teachers will not factor in the Student Outcomes Summary of a teacher's evaluation. While this test data will be available and reported in WISEdash Secure, the scores will not contribute to a teacher's Student Outcomes Summary for several years (2017, at best) due to the: 1) complexity of data collection at the teacher level and creation of verifiable student-teacher-course links; and 2) requirement for three years of verified/linked scores to increase reliability.

Improvements on Schoolwide Literacy or Graduation: 5% of the Student Outcomes Summary for teachers and principals will consist of improvements to school-wide reading scores, or graduation rates where school-wide reading is not available.

Effectiveness Cycle Scoring and Reporting

At the end of an educator's Effectiveness Cycle, the evaluator scores each of the components of the appropriate practice framework, and the educator's SLO process. Within WISEdash Secure, practice component scores combine to a final Educator Practice Summary, and the SLOs, Reading/Graduation Rate, and (if applicable) value-added scores combine to a final Student Outcomes Summary. Only the educator and his or her evaluator will be able to view the results.

System Supports

DPI supports the implementation of the EE System through communications, training, and funding.

- **Communications:** DPI supports districts through frequent emails to EE Coordinators and pilot team members (weekly and biweekly, respectively), easy-to-understand visuals, website updates, resources for districts, Twitter chats, and more.
- **Training:** DPI has developed a four-step training plan for districts using the DPI Model with online modules and materials for each step of this plan.
- **Funding:** The State of Wisconsin provides funding to support district implementation of the EE System. To implement the System, districts will receive $80 per educator to pay fees to DPI to cover the costs of further system development, training, software, support, and resources.

CESA Implementation Coaches also provide assistance to districts to support local implementation.

- **Implementation Coaches** offer professiondal development to support local implementation of the EE System, answer questions about the System, and support districts in planning for successful implementation.

How Districts Can Prepare for Implementation

- Create an Implementation Planning Team and complete the District Readiness Tool.
- Plan for staff to complete DPI-Required Training.
- Contact CESA Implementation Coaches for support.
- Visit the Educator Effectiveness website for updated resources.

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